**Elaine Cavuto**

**Pre-K Lesson: Sink vs. Float**

**Spring 2018 - Final Lesson Plan**

|  |  |
| --- | --- |
| **Unit of Study: Water** | **Focus Question:** What happens when we put things in water? |
| **Objective:** Children will make and test predictions about whether or not an assortment of items sink and float. | |
| **PKFCC Focus Standard:**  *PK.CKW.2 (Science): Tests predictions through exploration and experimentation.*  **Additional PKFCC Standards:**  *PK.AL.5: Demonstrates persistence. PK.SED.2: Regulates his/her responses to needs, feelings and events.* |  |
| **Materials:**  Tub of water Various small items some that sink and some that float such as tin foil, wood block, plastic bowl, crayon Paper Marker | **Vocabulary:**  sink, float, predict |
| **Procedure:**  **Hook:** Ask children what will happen if you drop a \_\_\_\_ (item that sinks) into a tub of water. Try it.  **Beginning:** Ask children what *sink* and *float* mean. Provide support if they struggle to define each term.  Share that you are going to test several items to see if they sink or float.  **Middle:** Create a table to record children’s predictions about whether an item will sink or float. | |

Show children an item and ask them to predict whether it will sink or float.

Record children’s predictions on the table.

**End:**

Test each item by placing it in the tub of water.  
Note whether each item sinks or floats and compare the results to children’s predictions.

**Assessment:** Is the child able to make and test predictions?

**Differentiation:** Consider multiple entry points for all children to be successful. How do I/we plan to meet individual student needs? For example, repeat directions, extend time, adapt materials, preview questions, and provide 1:1 support.

**For children who need additional support***:* Provide simple pictures of items sinking or floating and post for reference to solidify vocabulary and concepts. **For children who are ready for a challenge***:* Invite children to collect additional items and predict whether they will sink or float.

**Children with IEPs:** How will I incorporate individual children’s IEP goals into this lesson? What specific accommodations or modifications will I make? How will I collaborate with SEIT and/or related service providers?

**Children whose home language is a language other than English:** What language is needed to understand the lesson and activity instructions and participate in the activity and discussion?

Provide simple pictures of items sinking or floating and post for reference to solidify vocabulary and concepts.

Sinking and floating depends on buoyancy and density but at this point it is most important for children to note that there is consistency in the way objects behave: the same items always sink or float.

Be sure children wash their hands before and after hands-on water experiences.  
Children are likely to get wet during hands-on water experiences. Be sure they have smocks and/or dry clothing available to change into if necessary. Ask children about their predictions, for example, “why do you think that will happen?”

**Teacher Reflection:** What went well? Why? What will I do differently, given what I have learned from observing children during this activity? Which children needed differentiation during this activity and how will I meet their needs moving forward?